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ABSTRACT

Based on a prior study which found that only 55% of those who indicated they planned to attend a Wisconsin vocational-technical-adult education (VTAE) school in their district actually did so, a research project was conducted to identify barriers which appeared to deter recent high school graduates and adults from attending a VTAE school. Surveys were mailed to 2,730 potential students in four of the VTAE districts in Wisconsin, with a 40% return. Final tabulation included only 35% of the respondents who were not currently enrolled in any VTAE school. The survey indicated that predominant reasons for not attending VTAE schools were postponement of schooling, need to earn money, difficulty in making the decision to go to school, finding a permanent job, lack of financial aid, and transportation problems. Although personal problems may underlie these reasons, this was not assessed in the survey. Many of the respondents who found that local VTAE programs were not what they wanted were subsequently accepted at another school, and over half of the respondents indicated they might attend a VTAE school in the future. Recommendations were made concerning financial aid; information on specific costs of each program; evaluation, training, and retraining of respondents who indicated they might attend VTAE schools in the future; and counseling for potential students. The report also makes recommendations for further study and includes a bibliography. Appendixes include the survey form and related materials. (LMS)

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FINAL REPORT

Project No. 14-012-151-227

BARRIERS TO ENROLLMENT IN POST-SECONDARY VOCATIONAL, TECHNICAL AND ADULT EDUCATION PROGRAMS IN WISCONSIN

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SUMMARY

The research project, "Barriers to Enrollment in Post Secondary Vocational, Technical Adult Education (VTAE) Programs in Wisconsin," was conducted to identify barriers which appeared to deter potential students from enrolling in and attending a vocational-technical post-secondary education programs. A survey instrument was developed to gather data, the findings were analyzed, and recommendations were made that might alleviate these barriers.

Surveys were mailed to 2730 potential students in four of the VTAE Districts in Wisconsin. The survey was returned by 1092 persons, reflecting a 40% return. Final tabulation included only those respondents who were not currently enrolled in a VTAE school; 943 (35%) of the respondents were in this category. The survey consisted of 21 items with several choices listed under each item. Respondents replied by marking the items which best described their reasons for not attending the local VTAE school.

After the data from the surveys had been collected, printouts were made available which summarized the results of the survey showing the percentages of potential students answering each item. Data was tabulated to show results within district, sex, veteran status, those who had applied, those who had not applied; between adult and post-high school groups; and among ethnic groups. Some items were cross-tabulated; tables were prepared to illustrate the results.

The information from the survey indicates that predominant reasons for not attending VTAE schools were postponement of schooling, need to earn money, difficulty in deciding to go to school, finding a permanent job, lack of financial aid, and transportation problems. Personal problems may underlie those reasons and cannot be assessed from this survey.

Many of the respondents who found that local VTAE programs were not what they wanted were subsequently accepted at another VTAE school. Over half of the respondents indicated that they might attend a VTAE school in the future.

CHAPTER I

INTRODUCTION

The purpose of this study is to discover the barriers which prevent recent high school graduates and adults from furthering their education by enrolling in and actually attending a post-secondary program at a Wisconsin Vocational, Technical and Adult Education school.

Once a student has expressed an interest in attaining post-secondary training, is he able to procure the information, counseling, parental support and financial aid required to fulfill this goal? Does he make his own decisions? What specific features about the chosen school influenced him to make this choice?

In the "1975 Wisconsin Senior Survey" (Lambert, 1975), 15% of the high school senior respondents indicated that they planned to attend a Wisconsin VTAE school. Yet in one of the participating VTAE districts only 55% of those who indicated plans to attend this district school actually applied and attended classes. Of the 45% who did not attend this school, 17% filed an application and 28% never even applied at the school of their choice.

Aside from Senior Survey respondents, other residents of the district made initial decisions to attend this VTAE school. Of those who actually filed an application, approximately 20% were deterred from pursuing their plans for attending. They did not finish the application process; even after paying fees they did not attend classes or they cancelled their place in the program. They are considered "no shows." Why?

Are the reasons for not attending VTAE school simple ones--"I got a

job"--or are they complex--"financial aid came too late?" Are the problems on the surface--"housing did not work out"--or are the reasons deep-seated--"my friends did not attend"?

Having decided not to attend at the present time, how does the student feel about attending a VTAE school in the future? At some other time are there conditions which might, once again, cause the student to be interested in attending a VTAE school?

This study will seek out possible barriers facing potential students as they proceed to fulfill their aspirations for post-secondary training. Barriers investigated will include: a) psychological, b) sociological, c) philosophical, d) financial, e) previous education, and f) governmental. The Center for Studies in Vocational and Technical Education is cooperating with the four participating districts--Southwest Wisconsin Vocational-Technical Institute, Milwaukee Area Technical College, Mid-State Technical Institute and Indianhead Technical Institute, in the effort to gather and compile data concerning barriers to enrollment in VTAE post-secondary programs in Wisconsin.

Background to the Study

The impetus to investigate the "barriers to enrollment in VTAE programs" was provided by a study which preceded this project; the study, "Research Priorities in Post-Secondary VTAE Education in Wisconsin for 1975-1977, proved the need for the "barriers" project. A second study, the "1975 Wisconsin Senior Survey," provided a tool for use in the "barriers" investigative procedure.

The Need:
Research Priorities in Post-Secondary, VTAE Education in Wisconsin 1975-1977

In an effort to prioritize those vocational-technical items which were "in need of research," a survey was conducted by the Subcommittee on Research Priorities (1975). A questionnaire consisting of 45 structured priority items (i.e., labor-market requirements, open entry-open exit education, counseling adults) was sent, in January 1975, to five hundred Wisconsin VTAE District Directors, Administrative Personnel, Supervisors, Coordinators and Others with titles of position on a vocational education administrative staff.

One of these items (24 on the questionnaire) was "Barriers to enrollment in VTAE programs." The three hundred sixty returns which supplied data for the survey provided findings which supported the need to study "barriers to enrollment in VTAE programs." A summary of these findings, showed that the "barriers" item ranked tenth within the 45 priority items.

A five point Likert-type scale allowed response ratings of "1-No Priority-research not needed", "2-Low Priority-little need for research", "3-Average Priority-research needed but not essential", "4-High Priority-research greatly needed", "5-Extremely High Priority-critical need for research." The top sixteen items (within which "barriers" was tenth) achieved a mean of at least 3.505. A mean of 3.505 or above indicated that this item rated: "High Priority-research greatly needed."

The results showed that respondents with "titles of position" ranked the "barriers" item as follows:

> Administrative Research/Planning/Development Personnel ranked "barriers" as first priority; others (i.e., financial aids officers, high school relations, instruction coordinators, registrars) gave "barriers" a second priority rating; and District Directors ranked it fourth.

Findings also showed that the "barriers" item was ranked: first priority by District 9; sixth priority by Districts 8 and 14; and seventh by District 2.

As a result of these findings the project proposal for "Barriers to Enrollment in Post-Secondary VTAE Programs in Wisconsin" was written for a study to commence in fall, 1975. In the project proposal, the problem was delineated in this statement:

> The Wisconsin Board for Vocational, Technical and Adult Education and the sixteen Wisconsin Vocational, Technical and Adult Education Districts do not have valid data on barriers to student enrollments in post-secondary VTAE programs. Our society is continuing to develop a production and distribution system which is based on a high level of technology. In a technologically based production and distribution system, a prerequisite for an individual securing and holding employment is for this individual to possess a sufficient level of knowledge and manual skills, as well as a positive attitude toward work. For many individuals, the educational and developmental opportunities which would enable these individuals to be competitive in the labor market are available in the sixteen Wisconsin Vocational, Technical and Adult Education Technical Institutes. But, at the present time, the evidence available indicates that approximately 10% of students who graduate from high school in a given year enroll in a Wisconsin Technical Institute that same year. In the 1972-1973 school year, of all VTAE students enrolled in post-secondary full-time programs, 47.9% were 22 years of age or under, and 52.1% were 23 years of age or older. For many people there were barriers to attending a VTAE school immediately upon high school graduation, but at a later time in their life--when the barriers might have been even greater--the necessity to acquire vocational education has "forced" them to attend a VTAE institute.

Four Wisconsin VTAE Districts elected to participate in the study: Southwest Wisconsin Vocational-Technical Institute; Milwaukee Area Technical College; Mid-State Technical Institute and Wisconsin Indianhead Technical Institute.

The Tool:
1975 Wisconsin Senior Survey

In cooperation with personnel from several state agencies, the staff

of the Center for Studies in Vocational and Technical Education constructed and distributed instruments, analyzed data and reported findings of the "1975 Wisconsin Senior Survey" (Lambert, 1975). Principle factors prompting this investigation included the current tighter job market, the earlier age of majority in Wisconsin and rising concern over the value of higher education. Participating agencies were in need of information about these and related factors in order to plan more intelligently for statewide education and employment counseling service programs.

The design of the survey instrument was based on a comprehensive review of pertinent literature, extensive interagency discussion and evaluation as well as a pilot study utilizing juniors in seven Wisconsin high schools, first year university students and vocational-technical students. By all reports and in view of actual student responses, items on the instrument served to elicit immediate, long range and ultimate post high school educational and vocational preferences, plans and goals. More specifically, seniors were queried as to reasons underlying their aspirations and goals, timing of decisions related to these goals and aspirations, financial means and needs concerning their plans and, finally, their perceptions of how well informed and prepared they were for attaining success and satisfaction in their immediate and distant future endeavors.

Administrators of all of the 499 Wisconsin public and private secondary schools with seniors, were invited to have their seniors (approximately 76,000 in the aggregate) respond to questions on the survey instrument. Nearly 96% of all schools, and more than 75% of the approximately 73,000 seniors in those schools, participated in the survey. Initial survey findings are revealed in the General Report. Crosstabs and further breakouts of data are underway.

In asking high school seniors to indicate their educational goals, the Senior Survey provided a base for a follow-up study of students to ascertain if each student actually pursued his educational plan.

Specifically, the "barriers" study surveyed those Senior Survey respondents from each participating district who selected Item 5, f, on the Senior Survey questionnaire:

> Item 5: Which one of the following best describes what you will be doing next year?
> (f) attend a PUBLIC vocational technical school.

Along with the Senior Survey, files of students who "applied but did not attend" at each participating district, were utilized as a tool. These two groups a) selected Senior Survey respondents and b) persons who applied/ but did not attend a participating VTAE school, provided a sample base of 2730 potential post-secondary students to be surveyed by the "barriers to enrollment" study.

Objectives

In order to identify the barriers to enrollment in VTAE programs, the study will achieve the following objectives:

1. Develop a profile of the potential Wisconsin public vocational-technical school, post-secondary student.

2. Identify barriers which appear to deter the potential student from enrolling in, and actually attending vocational-technical post secondary educational programs.

3. Develop and field test a survey instrument which may be utilized to obtain barrier and deterrent information from the four cooperating VTAE Districts.

4. Conduct a survey of potential students in Districts 3, 9, 14, and 17 to determine barriers to enrollment in post secondary vocational-technical programs in these participating Wisconsin Districts.

5. Analyze the findings of the survey.

6. Recommend measures for alleviating the barriers identified by this study.

7. Finalize a survey instrument which would be suitable for use in other Wisconsin VTAE Districts.

CHAPTER II

REVIEW OF LITERATURE

Theories in the Area of Vocational Choice

In this review of literature, it is necessary to discuss briefly the theories which are prominent today in the areas of vocational choice since vocational choice relates to an individual's decision to attend or not to attend a post-secondary institution.

Eli Ginzberg (1971) said, "the relations between education and work cannot be ignored. If they are, young people will be unable to understand the important linkages between the two. A young person who does not avail himself of his educational opportunities often will have difficulty in earning a livelihood."

Anne Roe, maintains that vocation is the working out of oneself through personal awareness accompanied by a feeling of personal control (Rettig, 1974). While Whiteley and Resnikoff (1972) report that a job must be meaningful to the person doing it. The difficulty is that there is no perfect occupational slot.

John V. Holland (1966) believes that people search for work which satisfies their personality and interest orientations. His theory is based on heredity and a variety of cultural and personal forces in which people work from a hierarchy of preferences which, if ill defined, result in vacillation and indecision.

Eli Ginzberg considered biological, psychological and environmental differences as factors which influence individual choice and constitute sources of variability between individuals making vocational decisions.

The developmental process which is systematic and predictable, eventually leads to an occupation through decisions which reduce choice and lead to a compromise (Zaccaria, 1970).

Abraham Maslow defines work as, "something done for reasons outside of the activity itself." These reasons may be: to bring in an adequate income; to provide security; to give pleasure; to be somebody; to have freedom on the job; or to provide a chance to grow (Rettig, 1974). And Carl Jung calls work a "supreme goal." According to Jung, work is a way to "fulfill self as a creative, unique individual, according to one's own innate potentialities and within the limits of reality" (Denues, 1972). If this is true, work gives purpose to life as little else can; therefore, one cannot afford to be deterred in pursuing the education which may lead to the fulfillment of personal vocational development.

Factors Influencing Occupational Choice

Self-concept, maturity and socio-economic factors which influence the person as he seeks to find a satisfying occupation have been the subject of much study.

In a study of career perspectives, Denues reported that when high school is over, students may be unable to face facts concerning their limitations in talent, mental capacity, or physical strength; mature values may be slow to develop. A young person may choose work for status or money, then feel cheated later on in life because he did not do differently. It is important for the student to know himself, his character needs, what he can do, whom he will serve, and on what terms he will live (Denues, 1972).

According to Donald Super each person has a concept of what he is; this self-concept is subject to outside influences, pressures and

circumstances. Choice of occupation may result from the identification of self with another person who is similar and serves as a role model for the individual to follow (Rettig, 1974). Super further states that a person's self-concept may lead the individual into varying career patterns as the individual seeks to match vocation with this concept of self (Zaccaria, 1975).

Denues (1972) states that choice of career has been found to be related to a person's identity. Often, choices are wrong because identity is obscured by what a person thinks he is based on the judgments of other people. People who fear failure avoid competition and aim either too high or too low.

Asche (1974) found that implementation of self-concept relates to occupational choice. This holds true more often for men than for women, since women are faced with a different role assignment in which they meet more obstacles to career development.

Self concept was seen as a problem in a study conducted at the Fox Valley Technical Institute (1970). According to the study, intelligence and interest are found in capable students, but the same students possess underdeveloped scholastic skills, undesirable attitudes or lack motivation to complete a structural program.

Super, reporting on his career pattern study, found that vocational maturity in high school predicts career success better than conventional predictors such as test scores or grades, and better than occupational success (Whiteley & Resnikoff, 1972). Walls and Gulkus (1974) found that older subjects with more education were more vocationally mature. The least mature were below age 21, had less than a 12th grade education, and were often vocational rehabilitation clients.

Socio-economic factors may involve level of income, peer values, family background and community. Ginzberg (1971) states that among the lower income families and/or parents with little education, children have little access to new and changing ideas. Quite often the homes lack books and other cultural materials as well as intellectual and cultural stimulation. Most students with this background have as job models the stereotypes created by parents and work experiences. Women are seen as either housewives or low paid workers. Men are seen as non-academic blue-collar workers with little interest in books. Students from this group or others who may fail academically are thrown into vocational programs which are often used as dumping grounds for poorer students. Where there is lack of prestige, there is little aspiration.

Peer influence was investigated by Brown at Iowa in a study which showed that when a student pursues a less popular major course of study, he often switches to a more popular one (Whiteley & Resnikoff, 1972).

Drabick (1974) found that there was a correlation between desired and expected occupation, and expressed educational expections. Socio-economic factors were involved; the higher income-level student had higher expectations. Students planning early marriage desired occupations of lesser prestige. Curriculum and membership in organizations (excluding athletics) were related to the prestige of expected occupations.

Further findings in the Drabick study indicated that family members influenced children toward lower prestige jobs while friends, teachers and relatives influenced them toward higher prestige jobs. A mother's education had influence on the prestige of an expected occupation. Discussion with parents had a positive effect, and their approval was important.

Differences were also found between rural and urban residents. Rural

students: had less chance to be in organizations; were in the general curriculum more often; were motivated by general interest more often; recognized the need to migrate for jobs; discussed plans with parents and siblings; and perceived less influence from the father. Urban students: had more college preparation; were influenced more by non-family sources; were more deterred by expenses; were more apt to delay marriage; consulted parents less; and urban males were motivated by reward more often than rural male students (Drabick, 1974).

Alexander and McDill (1974) found that social background including 1) parents' education; 2) the number of books in the home; 3) the father's occupational status; 4) the number of siblings; and 5) the sex of the student does affect school outcomes. The variables included aptitude, intelligence and curriculum. School outcomes were also affected by: a student's friends; a student's expectations as to finishing high school and/or going on to school; and whether the student's parents had attended college.

Pursuit of a Post-Secondary Education

In our society vocational development often depends upon further education in order for a person to reach the final realization of his goal. Factors such as educational aspirations, sex typing and counseling with an educational institution may influence the student in his pursuit of a post-secondary education.

The "Post-Secondary Education Access Study, Part I: Vermont High School Student Aspiration Study," a comprehensive investigation conducted by Hochschild and Johnston (1973), dealt with the major influences affecting aspirations. Findings indicated that 1) peer groups; 2) teachers and parents; 3) perceived utility of post-secondary education; and 4) feelings of academic self-worth

were the major factors. Interestingly enough, Hochschild and Johnston found that most aspirations were formed prior to high school.

The Vermont study indicated that there was a wide disparity between those who desired to go on to school (69%) and those who actually did attend (49%). Of the 69% who desired to go on to school, 12% wanted to go to trade schools.

Some other findings concerning high school students were: 1) girls planned fewer years of school beyond high school; 2) post-graduate work was chosen by girls at two-thirds the rate of the boys; 3) girls discussed goals with parents more often but fewer girls thought there was enough school information; 4) two-thirds of the sample felt they had been encouraged by friends to attend school.

A factor influencing intentions to attend post-secondary institutions was perceived level of family income. This in turn affected student achievement, the number of close friends planning school, family support, academic self-worth, plans for a particular kind of school, career goals and discussion of goals. A higher percentage of rural non-farm and suburban students planned to attend school. More dropouts were in the lower income level (79%). Among the high income students, there was a higher level of aspiration beyond four years. Low and middle income children more often chose trade, two year schools, and apprenticeships. More in the lower income bracket did not discuss plans with family. There was definitely more encouragement to attend as income went up. One-half of the low income group and only one-fourth of the middle and high income groups had low academic self-worth (Hochschild & Johnston, 1973).

The socialization process of men and women as it relates to sex-typing affects educational and occupational outcomes. When Fregley (1974) delved

into barriers to women in education and the job market, he found that many young women lacked the background in high school to pursue more technical jobs. Poor planning in high school and social discouragement based on emotional and psychological factors served to keep women in only "socially acceptable" vocations. It is estimated that if women received the same encouragement as men, "40% or more of all engineers could easily be women."

Marriage is still seen by many girls as a reason for not going on to school, according to the Fregley study. Furthermore, a role conflict may develop for those who combine marriage, career and/or education. Women, generally have been channeled into narrow-ranged sex-typed occupations with little attention to an actual career.

Men are also channeled into sex-typed roles. Intellectual attainment in boys is not highly esteemed by peers in elementary and secondary schools yet at the same time they are being socialized for work. Later, an occupational goal forces the young man to attend further schooling though he has been conditioned to reject educational success. (Fregley, 1974).

In a study by Marilyn Steel (1974) which investigated the status of women in vocational education, findings indicated that there is a cause-effect relationship between school practices and limited educational and job options for women. Sex bias limits female awareness of the entire range of jobs available. School policy may prevent girls from electing so-called "male" courses. Counselors are often unaware of segregation or feel "protective" by not encouraging consideration of these other areas.

Of the 136 instructional titles listed by the U. S. Office of Education, only 33 wage earning course options are selected by the majority of women. Ninety-seven of the 136 programs have enrollments that are 75% one sex or

the other, and in one-half of these, over 90% of the enrollments are one sex or the other. Twenty-five percent of all females are in consumer and home-making programs (non-wage earning) and only 2% are in occupational home economics. In other programs, women are concentrated in either technical programs of short duration, in health or office occupations. When work is defined by sex, pay rates are also defined by sex, with women on the bottom scale (Steel, 1974).

The institutions of education themselves may pose barriers to further schooling, as evidenced in the cases of both high schools and vocational schools. According to Ginzberg (1971), student perspectives on jobs are not realistic since high school may isolate them. Here the relationship between education and work may not be fully recognized. This creates a feeling of confinement and a sense of not being "okay" except for the elite few who excel either in academics or athletics. Little responsibility is given to students that would enhance their decision-making skills. Students who come out seeing only immediate goals, often choose the easiest or shortest courses.

Ginzberg discussed at length the problems with institutional education in which children are judged by a test of ability and subsequently categorized despite the unreliability of these tests. Classroom learning is focused on language, numbers, abstract thinking and cognitive competencies. Grade schools and high schools do little in the artistic, political, interpersonal or manual learning areas which, if they do not coincide with academic achievement, are downgraded even through many students will work in these areas in adulthood. This narrow focus results in faulty evaluations and limits opportunity for students to learn about themselves because they are always assessed through the academic area. Until recently, career guidance has been

male and white oriented without the recognition that family background and individual differences are important determinants of educational outcomes (Ginzberg, 1971).

Students, Arnold (1971) states, could examine their feelings about academic learning to realize that a college education, despite the prestige it carries, is often inadequate in the real world where the academic and the mechanical can be of mutual benefit to each other.

In a study of early educational expectations at the freshman level in high school, Rehberg and Hotchkiss (1973) found that once a student possesses motivation to achieve, his social background does not hold him back. Without this motivation to achieve, family status, socialization and parental achievement will hold greater influence. The findings indicated that career plans for boys were more consistent, while girls' plans were less definite and less realistic. In the last years of high school, academic performance for a boy with early expectations becomes more meaningful because of the cultural expectation of participating in the labor force. By the senior year, Rehberg and Hotchkiss found that both sexes had crystallized their plans.

In our culture early expectations tend to pressure youth into early commitment to an occupation. This early decision labels many in college or non-college bound tracks. Those college bound who falter are counseled, but those non-college bound are given less attention so there is almost no upward movement. Thus the student is locked into a system that ignores exploration for all students (Rehberg and Hotchkiss, 1973).

In the "Montana Third Annual Report on Vocational Education" (1972):

> 80% of the secondary students indicated the information received from counselors was adequate or excellent, but a majority of the same sample of students seemed not to be aware of post-secondary vocational training available to them.

> Even in communities where post-secondary vocational education was offered, we found a surprising number of high school students generally unaware that such opportunities existed.

Asked how many times they talked with teachers or counselors in selecting the vocational course they are taking, 42% of the secondary students noted they had never talked with a counselor and 64% had never talked to a teacher. Though the ranking of "Adequate" was given to most aspects of their program, secondary students used the rank of "Very Poor" the most on "Advice and Help of Counselors" and on "Overall School Administration."

The "1975 Wisconsin Senior Survey" was undertaken 1) to provide data on the post-high school plans of all seniors in Wisconsin's public and private high schools; 2) to solicit the seniors' opinions about strengths and weaknesses in the high school education they received; and 3) to establish a data base for formal follow-up of 1975 seniors. Use of this data included evaluating and planning secondary and post-secondary educational programs at the state and local level and for planning employment counseling. The survey revealed that 15.8% of all the seniors intended to go to public vocational schools. Approximately 40% did not intend to go on to any kind of school at least right away. It is significant to note that one-half of the 15.8% who planned to go on to VTAE school did not actually attend.

This survey found that the major reasons for not choosing school were: lack of money (41%); work now, school later (16%); dislike of school (17%); prefer to get a job (36%); lack of admission information (11%); not accepted by school (4.1%) discouraged by parents (4.5%); low admission test scores (3.6%); school is too distant (11.1%); need to support family (4.3%); military service (6.1%); post high school education not valuable (9.2%); lack of college preparation credits (13.8%); discouraged by counselors (2.0%);

plan to marry (13.4%); and high school job preparation sufficient (11.5%) ("Wisconsin Senior Survey," 1975).

The maintenance of a communications bridge between the secondary and post-secondary institution may also have an effect upon the direction a student takes after high school--toward continuing education or on to other endeavors. The Montana Report Number 9 (1974), indicated a greater need for cooperation and communication between secondary and post-secondary levels. Some suggestions were: share facilities; give some credit for high school in vocational school; conduct in-service training; offer a time shortened degree; accelerate movement in vocational school if competencies are met; and encourage a greater cross-utilization of personnel in high schools and vocational schools.

Another Montana report, Report Number 11 (1974), recommended these improvements: opening admissions for all first timers in post-secondary schools; increasing stress on counseling; and the establishment of a uniform standard for retention of students.

Subjects of recent study are the post-secondary students classified as non-returning, the potential students who do not complete registration and those persons "unserved" by area educational institutions.

A follow-up study of non-returning students at Montgomery College (1974) showed that 15% of the fall, 1970, class did not enroll for spring. Reasons given were full-time employment (indicating a financial problem) or personal reasons. Over one-fourth said they would return later.

In Selo's (1974) study of non-returning students, females had a slightly greater tendency not to enroll. A telephone survey revealed that among the 20-25 year olds, the reasons for not returning were: found employment (39%); transferred to other schools (22%); family responsibilities (17%); and

others i.e., college was poor, and went into the military service. Lack of courses or programs available was not a common factor. Those under 20 and over 45 showed a greater tendency to stay in college.

Killen and Lidstrom (1974) found that dropouts in a post-secondary school were seldom aware of options. They rarely realized they could have changed sections or investigated alternatives with the teacher if family problems arose or jobs changed. There was a lack of information and communication.

Schaumburg (1972) conducted a study with potential students who did not finish registration. The reasons given were: work and class schedule conflict; attended another college; personal, health or family reasons; moved from state; military service; or money problems. Findings indicated a certain lack of knowledge about financial aids.

In a survey of students lost during registration, Aughinburgh (1974) found reasons similar to those in other studies. Students were discouraged by non-resident tuition, enrollment procedures, and family responsibilities. Some found jobs or went to other schools; however, over 40% remained on the active list for spring term. Recommended improvements were lower tuition, more grants and loans, more classes in summer and in the evening, fewer people per class and a more personal registration process. Other needs were child day care services and better counseling for older students to aid them in defining goals. The students favored counseling closer to the time of registration and staffing ratios in counseling that would enable the counselor to service the non-enrollee.

In the St. Louis Junior College (1974) survey of unserved youth and adults, over 70% of those surveyed wanted to know more about post-secondary school opportunities. The majority preferred the regular classroom but many others desired workshops, conferences, on-the-job training or discussion

groups. Unskilled workers selected alternatives to classroom teaching 80% of the time, indicating their uneasiness in regular classroom atmosphere.

The survey also found: cost was a problem for 38% (mostly under 25 and/or housewives); 37% indicated not enough time as an obstacle; 25% mentioned full-time requirements; 24% each mentioned home or job responsibilities; for 18%, time to complete the program was a problem; 15% mentioned scheduling conflicts. Women (64%) had problems with child care and/or home responsibilities, while men had time and job conflicts more often. Other problems were information, transportation or past grades. Females (76%), males (65%) and youth (85%) had an interest in counseling and learning centers. Younger people wanted subject and skill areas. Different modes of learning were also indicated as a need (St. Louis Junior College, 1974).

Requirements of the Adult Student

In the near future, the adult will have to be considered as a full participant in the post-secondary educational system. Adults require special guidance if they are considering career shifts or skill improvement. Their problems are somewhat different from those of the high school graduate.

Rettig (1974) notes that as work hours lessen, greater numbers of adults will enter the educational system. One survey found that 47% of working people found their jobs uninteresting and 31% would quit if alternatives were available. Many choose occupations without information about themselves or the jobs.

Benjamin Mott (1975) outlined adult educational needs in an article published by the Saturday Review in September 1975. Mott maintains that adults usually continue education to add a skill, change careers, expand themselves, or escape the routine of a highly structured environment. These

students need expanded facilities to help them enter schools, with classes available in time periods which are convenient to the student.

Another Saturday Review article states that the institutions of higher learning are the greatest obstacle to adults continuing their education. In the past, the part-time student was disregarded, while conservative administrators led education in a lock step, obsessed by credentials and degrees. If continuing education were regarded as more than the shoring up of professional standing and sagging enrollment, adults would not be alienated. It was suggested that Scandinavian countries, especially Swedish pioneering efforts in adult education, might be studied for application in this country (Hechinger, Saturday Review, 1975).

Hartwig (1973) studied the role of the counselor and the scope of counseling adults at the community college level. He found that adults entering in increasing numbers, have special needs in areas of communication, vocational information and goal development. The study concluded that 40% to 60% of a counselor's time could be used to plan and implement guidance services for adults.

Geisler (1973) dealt with older women students who were attending the University of Wisconsin in Madison, in a study which sought to identify the barriers faced by older women seeking to re-enter school. The survey indicated that the greatest problems reflect internal conflicts including time pressures, self-confidence, role definition and a sense of direction. They relate to self-concept and the way women are socialized to assume responsibilities. Child care and finances were factors as were some husband attitudes. Course scheduling was a problem because the university was youth student oriented. One quarter of the women reported some degree of sex discrimination. Most of their reasons for returning were to finish a degree,

obtain a job, or gain personal enrichment.

Along with internal and family conflicts, Geisler reported that older women encounter difficulties from the school itself. Few receive counseling at the various centers except for guidance from academic departments. A majority agreed that there should be an Office of Continuing Education. This response indicated the need for greater outreach on the part of various counseling centers. Since the study dealt with the women who actually attended school, further research is recommended to compare the similarities and differences between this group who did enter school and those who did not finish registration or did not even try to register (Geisler, 1973).

"Post-Secondary Education Access Study, Part II: Vermont Adult Aspiration Study" by Hochschild and Johnston (1974) surveyed 884 adult Vermonters to gather data concerning educational access and aspiration. The four hundred and seventy-five respondents expressed nearly the same level of interest in education.

1) Ninety-seven percent believed post-secondary education should be available to all adults. Current demand was 66% and the highest aspiration rate was between ages 35 and 44 (81%).

2) Distribution of demand varied according to sex, residence, income and high school background.

3) Over two-thirds wanted to improve skills (many in 35-44 age range) while 39% would like to change jobs.

4) Needs are not met because as demand increases with age, attendance decreases (35-44, 4%). Inequalities of opportunity also existed between those who received some post-secondary education right away and those who postponed it. The second group had a much lower rate of attendance.

5) Obstacles relating to the requirements for attending an institution were financial and geographic. Others were family and personal.

6) Nearly three-quarters believed the state should pay for the education. Fifteen percent would have no personal funds available to enter school.

7) The demand was for diverse programs based at local high schools, vocational-technical schools, or places of employment.

8) Over 40% wanted counseling service and over 40% did not think they had received good advice in the past.

Recommendations in the Vermont Study were: 1) greater commitment to adult education; 2) diversity of programs through an information system which assesses demand; 3) encourage cooperation but maintain institutional identity; 4) recognize credit for easier transfer and recognize diverse learning modes; 5) make it possible to enter a level qualified for at any time whether motivated for degree, certificate or enrichment; 6) diverse instructional delivery including formal and non-formal, traditional and non-traditional, and campus and community; 7) create access programs for adults; 8) have financial aids available to all whether full or part-time, campus or community based, and 9) include a credit voucher.

Reasons for wanting more education generally related to current occupation; thirty-two percent were encouraged by employer, 21% by family and 12.6% by guidance counselors and teachers. It was significant that more women wanted to change jobs than men. More respondents of low income wished to change jobs and were more willing to spend a greater part of their income to do it. The level of aspiration of the postponer for post-secondary education, tends to increase into middle age to a degree dependent upon job satisfaction or career development (Hochschild and Johnston, 1974).

The "Southwest Wisconsin Adult Education Study" (1973) assessed the interest of adults (ages 24-59) in making greater use of the University Extension. Among the 854 residents assessed, 42% were interested in further

college study. Sixty percent had schooling beyond high school; one-half were interested in workshops; over three-quarters were interested in at least one of nine areas mentioned. Sixty-six percent did not think college credit was essential.

Somers and Little (1974) set out to delineate the goals of vocational education. Those who are served by vocational-technical schools are identified as: 1) high school age youth; 2) youth with special needs; 3) post high school youth and adults; 4) youth and adults at work or unemployed.

One goal is to reach efficient levels for employment and move a student from fantasy about his or her career to a position of increased vocational maturity. Vocational need exists if there is a state of dissatisfaction. Expectations arise from experience. Counselors may help a student relate decisions about further education to possible occupations in a growing vocational awareness (Somers and Little, 1974).

In summary, the literature supports a diversity of reasons related to the pursuit of post-secondary education and the barriers to further education faced by both young people and adults. The schools themselves may contribute barriers during the process of registration or by grouping people rather than counseling them as individuals. Many students leave high school with ill-defined goals and little experience or knowledge of self or of the choices that they have. They often prefer to get jobs or may lack information about courses and financial aids available at various schools. Barriers may be built up within the potential student himself as a result of past experiences, self-doubts, personal problems or social background. The influence of parents and friends cannot be disregarded. Such factors contribute to the personal decision to attend or not to attend post-secondary schools.

CHAPTER III

ORGANIZATION OF THE STUDY

This study was designed to identify the barriers which deter the potential post-secondary vocational-technical student from enrolling in and attending a Wisconsin VTAE institution.

Design of the Study

The survey research method was utilized to obtain an identifiable set of barriers and deterrents which impede the potential student from actually attending vocational-technical programs at one of the four cooperating VTAE district schools. The procedure utilized to obtain this data was as follows:

1. District ad hoc advisory committees established. (October, 1975)
2. Local district input sought from high school personnel, VTAE staff and students. (November-December, 1975)
3. Questionnaire formulated and pilot tested. (January, 1976)
4. Survey conducted by mailing questionnaire. (February, 1976)
5. Follow-up made. (March, 1976)
6. Data analyzed. (April, 1976)
7. Conclusions and recommendations. (May, 1976)
8. Disseminate final report. (June, 1976)

Data obtained from the survey is reported item by item. With the results of the study interpreted as a whole and then separated into individual VTAE districts in order for each participating school to analyze the data as it pertained to the individual institution.

Type and Size of Sample

The sample for this study was a stratified sample of potential post-secondary students drawn from four Wisconsin VTAE districts. These four cooperating districts are: Southwest Wisconsin Vocational-Technical Institute, Milwaukee Area Technical College, Mid-State Technical Institute, Wisconsin Indianhead Technical Institute. It is assumed that they represent a cross-section of the population of Wisconsin: Southwest, rural; Milwaukee, urban; Mid-State, rural/urban; Indianhead, rural/recreational. A table listing programs offered in each of the four participating districts is found in Appendix A.

The potential post-secondary student was the person who aspired to, but did not actually attend, vocational-technical post-secondary programs in Wisconsin.

Those who filed an application to attend post-secondary school and might have completed some of the further requirements for enrollment (i.e., tests, transcripts, application fees) were assigned the designation of application (AP). These potential students were obtained from 1975 "applied/did not attend" files available at the participating VTAE schools.

This sample was divided into two segments:

1. The potential post-secondary student who aspired to attend vocational-technical school immediately following graduation or exit from high school (with or without a diploma), either in summer session or in the fall term, were classified as post-high school (PHS). This group represented a narrow age range, usually 18 years and younger.

2. The potential student who pursued other activities after leaving high school (i.e., job, travel, homemaking, military service, college) after which he completed an application to attend vocational-technical post-secondary school was classified adult (AD). This group represented a wide age range, usually older than 18 years of age.

The "1975 Wisconsin Senior Survey" respondents were all in the post-high school (PHS) category. Those who indicated in the "1975 Wisconsin Senior

Survey" that they aspired to post-secondary education but made no application to attend vocational-technical post-secondary school were designated as post high school-no application (PHS-NAP).

Each potential student was identified in one of the following ways:

PHS-AP - The post-high school student who applied but did not attend school at one of the participating VTAE Districts.

PHS-NAP - The post high school student who was a 1975 high school senior, and did not file application to attend VTAE school, but in his 1975 Wisconsin Senior Survey response, overtly indicated that he aspired to a vocational-technical post-secondary training by making the following response in the 1975 Wisconsin Senior Survey:

Item 5: Which one of the following best describes what you will be doing next year?

(f) attend a PUBLIC vocational-technical school.

Further investigation showed that this student did not apply to attend a VTAE school in his own district.

AD-AP - The adult who applied but did not attend school at one of the participating VTAE districts.

AD-NAP - It was determined that this study would not attempt to collect data for the adult potential student who filed no application in 1975. For the study to include this group, a sampling of the total population of participating districts would have been required; time and funding would not allow for this.

For reporting purposes these categories were further divided into: male; female; married; single; head of household; veteran; non-veteran; Native American; Afro-American; Asian-American; Spanish American; and Caucasian (Figure 1).

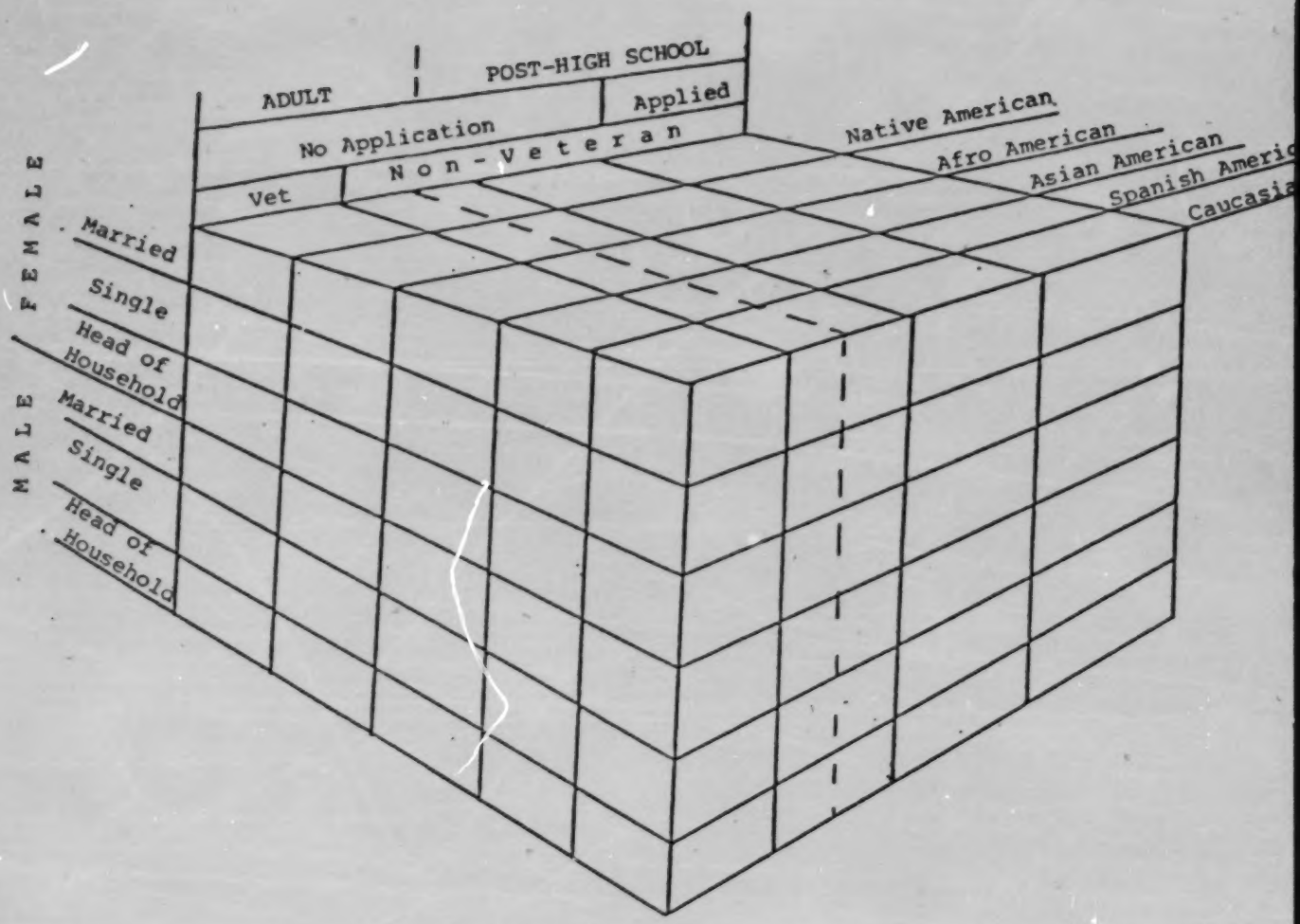

Figure 1. Categories of Barriers Respondents

Development of the Instrument

A questionnaire was developed for the survey of potential students (Appendix C). To insure that the questionnaire would include all of those items considered as barriers to enrollment, students and persons who had direct contact with students were polled for opinion (Appendix B):

1. Local district committee members
2. High school counselors (statewide)
3. Local district high school personnel (i.e., principals, faculty, counselors, LVEC representatives)
4. Local district VTAE personnel and students

The survey instrument was designed to include a listing of barriers from which the respondent was able to choose the barriers relevant to himself (Item 15). Four of the barrier items which surfaced in the opinion poll as most important were listed a second time as separate items in order to collect further data about these reasons: 1) finding a permanent job, 2) lack of financial aids, 3) programs were not what I wanted, 4) not having enough information (Items 16-19).

Item 1 through 9 were included to establish a base of information about the potential student; item 8 established whether the student was post high school (1975 graduate) or adult.

Besides providing data about the present status of the potential student, item 10 indicated if the respondent was now attending a vocational-technical school within the local district. If this were true, the respondent was considered a student, not a potential student, and his response was not included in the final results.

Since the survey was primarily designed to discover why the student decided not to attend after he indicated that he planned to attend (in item 5 of "1975 Wisconsin Senior Survey" or by filling out an application at a participating VTAE school), only two items (items 13 & 14) were included

to ascertain why the potential student originally chose to attend a certain VTAE school.

The final item (21 in the questionnaire) was considered of value as an indicator of student attitude toward the vocational-technical institution.

A letter of transmittal was written for inclusion with the questionnaire (Appendix C). It was designed to inform the recipient why he had been chosen as a participant, as well as to provide the name of a person to contact for further information about the survey.

The letter and questionnaire were pilot tested within VTAE classrooms at three districts. Final revision was completed based on the pilot findings.

In February questionnaires were sent to 2730 potential students: Southwest Wisconsin Vocational-Technical School, 440; Milwaukee Area Technical Institute, 1111; Mid-State Technical Institute, 535; Indianhead Technical Institute, 644. A follow-up letter was sent ten days after the initial questionnaire.

CHAPTER IV

RESULTS OF THE STUDY

The questionnaire (Appendix C) was returned by 1092 respondents reflecting a 40% return. As stated in Chapter Three, respondents who indicated that they currently were attending a participating VTAE school (enrolled second semester) were not included in the final results; therefore the final tabulation included a total of 943 respondents. Of this number, 655 were post high school (1975 graduates) and 288 were adults.

Item 13 and items 15 through 21 in the questionnaire were designed to elicit multiple responses. They are reported with the percentage based on 943.

Results of the survey will be reported item by item. Each of the respondents were within several of the following categories: post-high school, adult, post-high school-applied, post-high school-not applied, male, female, married, single, head of household, Native American, Afro-American, Spanish American, Caucasian, veteran and non-veteran. Within the categories of head of household, Spanish American and Asian American, there were less than eight responding individuals. Since these totals were too small to provide valid percentages, these categories are usually not reported.

The following comparisons were made:

1) Post-high school with adult
2) Male with female
3) Married with single
4) Native American with Afro-American with Caucasian
5) Veteran with non-veteran

6) Southwest VTAE District with Milwaukee VTAE District with Indianhead VTAE District with Mid-State VTAE District

Item by Item Report

Item 1

Table 1: Age group within male/female.

Age Group	Male n	%	Female n	%	Total N	%
16-18	151	35	199	39	350	37
19-24	220	52	252	49	473	51
25-29	30	7	23	5	52	6
over 30	25	6	34	7	59	6
Total	426	100	508	100	934	100

Item 2

Table 2: Male/female within Districts.

Districts	Male n	%	Female n	%	N
Southwest Tech	96	49	102	52	198
Milwaukee	119	48	127	52	246
Mid-State	91	36	163	64	254
Indianhead	122	51	119	49	241
Total	428	46	511	54	939

Item 3

"Veteran Status" results showed that out of the 917 who responded to this item, 69 or 7.5% were veterans. The percent of veterans enrolled in the four participating VTAE schools is: Southwest, 17%; Milwaukee, 15.4%; Mid-State, 27% and Indianhead, 27.5%.

Item 4

Table 3: Marital status within male and female.

Marital Status	Male n	Male %	Female n	Female %	Total N	Total %
married	61	14	89	18	150	16
single	355	83	403	79	758	81
head of household	7	2	11	2	18	2
single-head of household	3	1	5	1	8	1
Total	426	100	508	100	934	100

Item 5

Table 4: Number of respondents within each ethnic group.

Ethnic Group	n	%
Native American	31	3
Afro-American	42	5
Spanish American	4	.4
Asian American	3	.3
Caucasian	857	92
Total	937	100

Item 6

"Last high school attended", will be interpreted by each individual school. More students applied from high schools in the cities and areas nearest to the vocational-technical school than from those more distant.

Item 7

Table 5: Highest grade completed within adult male and adult female.

Grade	AD Male n	AD Male %147	AD Female n	AD Female %133	AD Total n	AD Total %280	AD + PHS Total N	AD + PHS Total % of 933
8	3	2.1	1	0.8	4	1.4	6	.6
9	5	3.4	2	1.5	7	2.5	8	.9
10	6	4.1	6	4.4	12	4.3	19	2.0
11	22	15.0	6	4.4	28	10.0	31	3.3
12	82	55.8	86	64.7	168	60.0	794	85.1
13	10	6.8	11	8.3	21	7.5	33	3.5
14	8	5.4	9	6.8	17	6.1	17	1.8
15	4	2.7	5	3.8	9	3.2	9	1.0
16	7	4.7	7	5.3	14	5.0	16	1.7
Total	147	100	133	100	280	100	933	100

Of all adults who responded, 18% did not finish high school (males, 25%; females, 11%). For 60% of the adults the highest grade completed was the 12th grade (males, 56%; females, 65%). Among adults 22% completed one year or more of post-secondary education (males, 20%; females, 24%).

Item 7

Table 6: Highest grade completed within ethnic group.

Ethnic Group	8	9	10	11	12	13	14	15	16
Native American (30)	3.3%	3.3%	3.3%	3.3%	86.7%	0	0	0	0
Afro-American (42)	2.4%	2.4%	9.5%	19%	57%	7%	0	2.4%	0
Caucasian (848)	0.4%	0.5%	1.5%	2.5%	87.2%	3.5%	1.9%	0.8%	1.8%

Item 8

Table 7: Number of post-high school and adults.

School	Post-High School (PHS) Graduated or left in 1975 n	%	Adult (AD) Graduated or left before 1975 n	%	Total N
Southwest	151	76%	47	24%	198
Milwaukee	170	69%	77	31%	247
Mid-State	151	59%	105	41%	256
Indianhead	183	76	59	24%	242
Total	655	70%	288	30%	943

Item 9

Table 8: Earned diploma, GED or neither within post-high school male and female and adult male and female.

	PHS				AD					
	Male		Female		Male		Female		Total	
Type	n	%	n	%	n	%	n	%	N	%
Diploma	269	96%	359	97%	106	73%	113	85%	847	91%
GED	3	1%	3	1%	9	6%	8	6%	23	3%
Neither	7	3%	6	2%	31	21%	12	9%	56	6%
Total	279	100%	368	100%	146	100%	133	100%	926	100%

Fifteen percent of the adults had received neither GED nor a diploma (males, 21%; females, 9%). More adult females (85%) had diplomas than did adult males (73%). An equal percentage of males and females had earned GED.

Item 10 (Table 9)

On Item 10, "What are you doing now?" the four districts were reported within post high school and adult categories. The greatest percentage were employed full-time: Southwest adults, 49%; Southwest post-high school, 29%; Indianhead adults, 41%; Indianhead post-high school, 31%; Milwaukee adults, 42%; Milwaukee post-high school, 40%; and at Mid-State the highest percentage working full-time, adults, 54% and post-high school, 41%.

Employed part-time were 25% of the post-high school group at Milwaukee; 19% at Mid-State; 15% at Indianhead and 13% at Southwest. Among adults employed

part-time, Southwest was the lowest, 4%; Mid-State, 8%; Milwaukee, 10%; and Indianhead, 10%.

The percentages of adults unemployed were: Indianhead, 25%; Milwaukee; 25%; Southwest, 21%, and Mid-State, 16%. The job-seeking adults were: Milwaukee, 18%; Indianhead, 12%; Mid-State, 12% and Southwest, 11%.

The post-high school unemployed percentages were: Mid-State, 13%; Milwaukee, 11%; Indianhead, 10% and Southwest, 10%. Among job-seeking post-high school, Southwest, Mid-State and Indianhead each were 8% with 12% job seeking in Milwaukee.

Of special interest in Southwest and Indianhead were the high percentages in the post-high school category who indicated that they were attending a vocational technical school outside the local district (Southwest, 33% and Indianhead, 34%). At Mid-State, 17% and at Milwaukee, 12% of the post-high school group were attending vocational-technical schools elsewhere. Among adults 6% at Mid-State; 4% at Southwest, 3% at Indianhead and none at Milwaukee were attending vocational-technical school outside the local district.

Of those attending college, the highest rate was among the post-high school group at Mid-State, 15%; second was Milwaukee, 12%; with Indianhead, 9% and Southwest, 7%. Southwest had the highest adult percentage (9%) attending college (Mid-State, 8%; Indianhead, 3%; Milwaukee, 3%).

Table 9. -- What are you doing now?--within post-high school / adult.

What are you doing now?	Southwest			Milwaukee			Mid-State			Indianhead			Total		
	Post-high school	Adult	Total	Post-high school	Adult	Total	Post-high school	Adult	Total	Post-high school	Adult	Total	Post-high school	Adult	Total
Respondents	151	47	198	170	77	247	151	105	256	183	59	242	655	238	943
Percent	76%	24%	100%	69%	31%	100%	56%	41%	100%	75%	25%	100%	70%	30%	100%
employed in a full-time job	44 29%*	23 49%	67 34%	67 40%	32 42%	99 40%	62 41%	57 54%	119 47%	57 31%	24 41%	81 34%	230 35%	136 47%	366 39%
employed in a part-time job	19 13%	2 4%	21 11%	42 25%	8 10%	50 20%	28 19%	8 8%	36 14%	27 15%	6 10%	33 14%	116 18%	24 8%	140 15%
unemployed	14 10%	10 21%	24 12%	19 11%	19 25%	38 15%	19 13%	17 16%	36 14%	18 10%	15 25%	33 14%	70 10%	61 21%	131 14%
volunteer job	-	-	-	1 1%	4 5%	5 2%	-	-	-	-	2 3%	2 1%	1 .2%	6 2%	7 1%
traveling	2 1%	-	2 1%	3 2%	2 3%	5 2%	3 2%	-	3 1%	1 1%	1 2%	2 1%	9 1%	3 1%	12 1%
job-seeking	12 8%	5 11%	17 9%	20 12%	14 18%	34 14%	12 8%	13 12%	25 10%	14 8%	7 12%	21 9%	58 9%	39 14%	97 10%
full-time military service	4 3%	1 2%	5 3%	4 2%	1 1%	5 2%	1 1%	0	1 .4%	4 2%	-	5 2%	13 2%	2 1%	15 2%
homemaking	4 3%	4 9%	8 4%	3 2%	11 14%	14 6%	7 5%	14 13%	21 8%	3 2%	8 14%	11 5%	17 3%	37 13%	54 6%
apprenticeship or on-the-job training	-	-	-	2 1%	-	2 1%	3 2%	-	3 1%	3 2%	1 2%	4 2%	8 1%	1 .3%	9 1%
attending a college or university	11 7%	4 9%	15 8%	20 12%	2 3%	22 9%	22 15%	8 8%	30 12%	17 9%	2 3%	19 8%	70 11%	16 6%	86 9%
attending a vocational-technical school	49 33%	2 4%	51 26%	21 12%	-	21 9%	26 17%	6 6%	32 13%	62 34%	2 3%	64 26%	158 25%	10 4%	168 18%
Other	8 5%	2 4%	10 5%	13 8%	2 3%	15 6%	2 1%	5 5%	7 3%	9 5%	4 7%	13 5%	32 5%	13 5%	45 5%
Number of Responses	167	53	220	215	95	310	185	128	313	215	72	288	782	348	1130
Per cent	112%	113%	113%	128%	124%	126%	124%	122%	123%	119%	122%	121%	120%	122%	120%

*Percent is based on dividing the number of persons who checked this reason by the total number of respondents in this column.

Table 10. -- What are you doing now?--within sex / military status / ethnic group.

What are you doing now?	Male			Female			Military Status		Ethnic Group		
	Married	Single	Total	Married	Single	Total	Veteran	Non-Veteran	Native American	Afro-American	Caucasian
Respondents	61	355	426*	189	403	508**	69	848	31	42	857***
Percent	14%	83%	100%	17%	79%	100%	8%	92%	3%	4%	90%
employed in a full-time job	39 59%	142 40%	186 44%	28 32%	142 35%	177 35%	51%	38%	12 39%	13 31%	337 39%
employed in a part-time job	2 3%	55 16%	57 13%	12 14%	69 17%	81 16%	7%	15%	5 16%	1 2%	130 15%
unemployed	16 26%	58 16%	76 18%	11 12%	38 9%	54 11%	26%	13%	5 16%	18 43%	104 12%
volunteer job	-	-	-	5 6%	-	6 1%	1%	1%	-	-	6 1%
traveling	-	4 1%	4 1%	-	7 2%	8 2%	1%	1%	1 3%	1 2%	10 1%
job seeking	4 7%	45 13%	50 12%	10 11%	33 8%	46 9%	3%	11%	2 7%	11 26%	84 10%
full-time military service	-	15 4%	15 4%	-	-	-	3%	2%	2 7%	1 2%	12 1%
homemaking	-	-	-	44 49%	2 1%	52 10%	1%	6%	4 13%	1 2%	48 6%
apprenticeship or on-the-job training	-	8 2%	8 2%	-	-	-	-	1%	2 7%	-	7 1%
attending a college or university	1 2%	31 9%	32 8%	2 2%	51 13%	53 10%	3%	10%	-	4 10%	82 10%
attending a vocational-technical school	-	57 16%	58 14%	4 5%	106 26%	110 22%	3%	20%	4 13%	-	163 19%
Other	3 5%	14 4%	19 5%	4 5%	22 6%	26 5%	7%	5%	1 3%	1 2%	43 5%
Number of Responses	65	429	505	120	470	613			38	51	1026
Per cent	102%	121%	121%	117%	117%	121%	106%	123%	134%	120%	120%

*Percent is based on dividing the number of persons who checked this reason by the total number of respondents in this column. Column exceeds 100% because many respondents checked more than one reason.

**The total exceeds the sum of the respondents because it includes those who checked only head of household.

***The total percent is less than 100% because it does not include Asian American and Spanish Amerian. The number of these respondents (3,4) was too small for reporting.

Item 10 (Table 10)

Fewer Blacks were employed full-time (31%) and part-time (2%) than were Native Americans (39%, full-time and 15%, part-time) or Caucasians (39% full-time, 16% part-time). Percentages of Blacks unemployed (43%) and job-seeking (26%) were high compared to Native American (16% unemployed and 6.5% job seeking) and Caucasians (12% unemployed and 10% job seeking).

Only 2% of all survey returnees had entered military service, but 7% of the Native Americans were serving. Homemakers were: Blacks, 2%; Caucasians, 6%; and Native Americans, 13%. One percent of the survey respondents were apprenticed (Native American, 7%; Caucasians, 1% and none of the Blacks). No Native American respondents were in college but 10% in each of the other ethnic groups were. None of the Blacks, 13% of the Native Americans and 19% of the Whites were attending vocational-technical schools outside the local district.

Forty-five percent of the married students were employed full-time, (married males, 59%; married females, 32%). More single males (40%) were employed full-time than single females (35%). Respondents employed part-time included: married males, 3%; married females, 14%; single males, 16% and single females, 17%.

Twenty-six percent of married males were unemployed, but only 12% of married females indicated they were unemployed. A higher percentage of married females (11%) were seeking jobs than married males (7%). Single females had lower percentages unemployed or job-seeking (9% and 8%) compared to single males (16% and 13%).

Six percent of the married females were volunteers and 49% were homemakers. Only single males had entered military service (4%) or were apprentices (2%).

Of those attending college, 9% were single males, 13% were single females and just 2% were married students. Twenty-two percent of the singles were attending other vocational technical schools (single males, 16%, single females, 26%). Only 3% of the marrieds were attending other vocational-technical schools; 5% were married females and none were married males.

A higher percentage of veterans (51%) were working full-time compared to non-vets (38%), but also a higher percent of vets were unemployed 26% to 13% of non-vets. Only 3% of vets were in college and only 3% of vets were in other vocational-technical schools as opposed to non-vets 10% and 20%.

Item 11

"Which campus were you planning to attend?" will be interpreted by each individual school. It was noted that if the respondent planned to attend outside of his district, he usually planned to attend in an adjoining district.

Item 12

"Did you pay any fees?" showed that 41% had paid some fee and 59% had not paid any fees.

Item 13

"Mark all of the reasons important to you as you selected the vocational-technical school you would have attended" (multiple response, 2385).

Table 11: Reasons for choosing your local VTAE school.

Reason	n	% based on 943
school was small	124	13
school was large	49	5
close to home	544	58
far from home	47	5
cost was reasonable	467	50
teachers well-qualified	189	20
programs were ones I wanted	696	74
school was well respected	269	29
Total	2385	254

Most important reasons in all participating districts were programs were ones I wanted, school was close to home and cost was reasonable.

Item 14

"How much did you expect your vocational-technical training to help you with a job?" results showed that 65% expected training to be very helpful; 21%, somewhat helpful; 2% no help at all; and 3% did not know. Only 920 of the 943 responded to this item thus a 91% total.

Item 15 (Table 30, Appendix D)

Table 12: Reasons for not attending VTAE programs. (multiple response)

TOTAL SURVEY RESPONDENTS (N = 943)

Rank	Reason	n	%
1	postponed plans	271	29
2	needed to earn money	239	25
3	could not decide	209	22
4 ½	found a permanent job	196	21
4 ½	lacked financial aids	196	21
6	local programs were not what I wanted	144	15
7	accepted at another school	137	15
8	transportation	121	13
9	space was not available	96	10
10	lacked information	76	8
11	couldn't find a part-time job that fit around school	49	5
12	housing	40	4
13	entered the military	25	3
14	did not wish to move for job	21	2
15	couldn't see the need for training	19	2
16	a handicap	17	2
17 ½	admission requirements	16	2
17 ½	school did not have enough status	16	2
19	not accepted by the school	15	2
20	credit could not be transferred	12	1
21 ½	my friends did not attend	11	1
21 ½	felt older or younger than class	11	1
23 ½	did not want to take admission tests	3	.3
23 ½	felt out of place in program because of sex	3	.3
	Other (see appendix E) 52	162	17

Item 15 (Table 28, Appendix D)

Table 13: Most significant reasons for not attending within post-high school and adult categories.

POST HIGH SCHOOL (N = 655)

Rank	Reason	n	%
1	postponed plans	176	27
2	could not decide	165	25
3	found a permanent job	126	19
4 ½	needed to earn money	124	19
4 ½	local programs were not what I wanted	124	19
6	accepted at another school	120	18

ADULT (N = 288)

1	needed to earn money	115	40
2	lacked financial aids	96	33
3	postponed plans	95	33
4	found a permanent job	70	24
5	could not decide	44	15
6	transportation	43	15

Table 14: Reasons for not attending within phs-applied and phs-not applied.

Reason	PHS-AP (N = 351) n	%	PHS-NAP (N = 304) n	%
could not decide	90	25	75	25
postponed plans	93	27	83	27
could not see the need	7	2	4	1
planned on entering the military	12	3	10	3
needed to earn money	62	18	62	20
found a permanent job	83	24*	43	14*
couldn't find a part-time job that fit around school	14	4	13	4
lacked financial aids	52	15	48	16
accepted at another school	70	20*	50	16*
credits were not transferable	3	1	6	2
space was not available	30	9	26	9
local programs were not what I wanted	75	21*	49	16*
admission requirements	5	1	3	1
did not want to take tests for admission	--	--	3	1
was not accepted	6	2	3	1
school did not have status	7	2	3	1
transportation	46	13	32	11
housing	17	5	7	2
lacked information	30	9	31	9
did not wish to move for job	12	3	3	1
a handicap	2	1	2	1
friends did not attend	6	2	3	1
felt out of place because of my sex	1	.3	2	1

(continued)

Table 14 continued:

felt older or younger than my class	1	.3	1	.3
other	49	14	44	14

Those reasons with asterisk (*) reflect three percentage points or more difference between the responses of the two post-high school groups: those who applied (AP) and those who filed no application (NAP).

All other reasons were separated by three percentage points or <u>less</u>, thus indicating a consistancy of response among the post-high school groups.

Table 15: Most significant reasons for not attending within married male and single male categories. (Table 29, Appendix D)

MARRIED MALES (N = 61)

Rank	Reason	n	%
1	needed to earn money	34	56
2	postponed plans	26	43
3	lacked financial aids	21	34
4	found a permanent job	20	33
5	could not decide	8	13

SINGLE MALES (N = 355)

1	postponed plans	96	27
2	needed to earn money	92	26
3	could not decide	87	26
4	found a permanent job	79	22
5	lacked financial aids	70	20
6	accepted at another school	55	15

Table 16: Most significant reasons for not attending within married female and single female categories. (Table 29, Appendix D)

MARRIED FEMALES (N = 89)			
Rank	Reason	n	%
1	postponed plans	35	39
2	lacked financial aids	20	22
3	found a permanent job	18	20
4	transportation	17	19
5	needed to earn money	16	18
6	could not decide at the time	15	17

SINGLE FEMALES (N = 403)			
1	postponed plans	103	26
2	could not decide at the time	95	24
3	needed to earn money	81	20
4	local programs were not what I wanted	75	19
5	found a permanent job	73	18
6 ½	lacked financial aids	71	18
6 ½	accepted at another school	71	18

Table 17: Most significant reasons for not attending within veteran and non-veteran categories. (Table 29, Appendix D)

VETERANS (N = 69)			
Rank	Reasons	n	%
1	needed to earn money	26	38
2	postponed plans	23	33
3	lacked financial aids	17	25
4	found a permanent job	13	19
5	part-time job did not fit around school	10	14
6	could not decide	9	13

NON-VETERANS (N = 848)			
1	postponed plans	238	28
2	needed to earn money	208	25
3	could not decide	193	23
4	found a permanent job	179	21
5	lacked financial aids	172	20
6	accepted at another school	134	16

Table 18: Most significant reasons for not attending within Native American, Afro-American and Caucasian. (Table 29, Appendix D)

Rank	Reasons	n	%
NATIVE AMERICANS (N = 31)			
2	postponed plans	12	39
2	needed to earn money	12	39
2	lacked financial aids	12	39
4	could not decide	8	26
5	found a permanent job	5	16
6 1/2	transportation	4	13
6 1/2	housing	4	13
AFRO-AMERICAN (N = 42)			
1	lacked financial aids	21	50
2	needed to earn money	17	40
3	postponed plans	14	33
4	could not decide	9	21
5	transportation	8	19
6	space not available	4	10
CAUCASIAN (N = 857)			
1	postponed plans	244	29
2	needed to earn money	208	24
3	could not decide	190	23
4	found a permanent job	188	22
5	lacked financial aids	159	19
6	local programs were not what I wanted	141	16

Item 16

Table 19: Additional reasons for not attending if the respondent reported "finding a permanent job" was a reason for not attending (multiple response).

FOUND A PERMANENT JOB (N = 487)

Rank	Reason	n	%
1	work did not fit around school	138	28
2	found a job I liked	127	26
3	money was good	113	23
4	my temporary job became permanent	36	8
	other	73	15

Item 17

Table 20: Additional reasons for not attending if the respondent reported "lacked financial aids" was a reason for not attending (multiple response).

LACKED FINANCIAL AIDS (N = 368)

Rank	Reason	n	%
1	didn't know if any was available	89	24
2	aid was uncertain	69	19
3	not enough was available	57	15
4	none was available to me	50	14
5	aids did not come through	26	7
6	confidential forms required too much information	18	5
7	aid came too late	17	5
	other	42	11

Item 18

Table 21: Additional reasons for not attending if the respondent reported "programs offered at my local school were not what I wanted" was a reason for not attending (multiple response).

PROGRAMS WERE NOT WHAT I WANTED (N = 231)

Rank	Reasons	n	%
1	had to wait too long to get in	44	19
2	programs too limited in job opportunities	40	17
3	program not offered in Wisconsin	34	18
4 1/2	program too long	12	5
4 1/2	program started too early	12	5
6	program started too late	5	2
7	not enough student activities	2	1
8	did not like grading system	1	.4
	other (usually stated: "program not offered in my district")	81	35

Item 19

Table 22: Additional reasons for not attending if the respondent reported "did not have enough information" was a reason for not attending (multiple response).

DID NOT HAVE ENOUGH INFORMATION (N = 262)

Rank	Reasons	n	%
1	needed to know the actual cost	74	28
2	did not know how to get information	54	20
3	needed to know admission requirements	52	20
4 1/2	high school counselor did not give information	30	11
4 1/2	needed information about programs outside local district	30	11
6	not sure district would pay out of district tuition	22	8
	other	0	0

Item 20

Table 23: Persons who helped respondent decide not to attend (multiple response).

Rank	Person	n	%
1	self	570	62.3
2	parents	80	8.7
3	friend	71	7.8
4	spouse	49	5.4
5	high school counselor	17	1.9
6	high school teacher	12	1.3
7	voc-tech staff	11	1.2
8	veterans counselor	9	1.0
9	WIN counselor	8	.9
10	Rehab counselor	6	.7
	Total	915	100

Item 21

Table 24: Number of respondents who might attend in the future within each District.

District	YES n	YES %	UNCERTAIN n	UNCERTAIN %	NO n	NO %	TOTAL N
Southwest Tech	82	49	57	34	27	16	166
Milwaukee	143	61	75	32	15	6	233
Mid-State	122	54	83	37	21	9	226
Indianhead	102	51	82	41	16	8	200
Total	449	54	297	36	79	10	825

Table 25: Reasons why respondents might attend in the future.

Rank	Reason	n	% of 943
1	If I want to better myself	383	41
2	If I want to earn more	199	21
3	If I want a different job	194	21
4	If I want to meet new people	151	16.0
	If I need further training for present job	Printout Omission (17% Southwest 10% Mid-State)	

Table 26: Number of respondents who indicated they might attend in the future according to what they are doing now.

Attend in the Future	Employed full-time N = 358	Employed part-time N = 122	Un-employed N = 126	Job Seeking N = 94	Home-Making N = 54	Attending College N - 85
Yes	54%	57%	68%	61%	63%	21%
Uncertain	39	32	29	37	33	49
No	7	11	4	2	4	29
Total	100	100	100	100	100	100

Table 27: Most significant reasons for not attending according to what the respondents are doing now.

EMPLOYED FULL-TIME (N = 366)

Rank	Reason	n	%
1	postponed plans	140	38
2	needed to earn money	136	37
3	needed financial aids	76	21
4	space was not available	42	11
5	local programs were not what I wanted	38	10

(continued on the next page.)

(Table 27: continued)

EMPLOYED PART-TIME (N = 140)

Rank	Reasons	n	%
1	postponed plans	43	31
2	needed to earn money	38	27
3	lacked financial aids	33	24
4	local programs were not what I wanted	33	24
5	space was not available	13	10

UNEMPLOYED (N = 131)

1	lacked financial aids	57	44
2	postponed plans	47	36
3	needed to earn money	44	34
4	space was not available	18	14
5	local programs were not what I wanted	14	11

HOMEMAKING (N = 54)

1	postponed plans	23	43
2	lacked financial aids	12	22
3	needed to earn money	7	13
4	space was not available	5	.9

ATTENDING COLLEGE (N = 86)

1	local programs not wanted	15	17
2	space not available	14	16
3	lacked financial aids	8	9
4	credits not transferable	7	8

(continued on the next page.)

(Table 27: continued)

ATTENDING VOCATIONAL-TECHNICAL SCHOOL (N = 168)

Rank	Reasons	n	%
1	local programs not wanted	54	32
2	space not available	8	8
3	lacked financial aids	5	3
4	postponed plans	4	2
5	did not wish to move for job	4	2

CHAPTER V

INTERPRETATIONS AND RECOMMENDATIONS

Interpretations of the Results

1. Two of the greatest barriers to enrollment, "postponed plans to the future" (29%), and "decided not to attend at the time" (22%), may indicate the absence of a definite goal or a desire not to be in school for awhile. However, these reasons leave the door open for the student to decide to attend at another time. In fact 54% said they would attend in the future, 36% were uncertain and only 10% said they would not attend.

2. The second greatest barrier, "needed to earn money to support self or family," was a reason for one-quarter of the respondents (adults, 40%; post-high, 19%). Presently employed were: adults, 47%; post-high, 35%.

   "Found a permanent job" was a reason for 24% of the adults and 19% of the post-high group. Of those who chose this reason, 28% said they "could not fit job in around school."

   This may indicate that the potential student was faced with the choice between school and job; "needing money to support self and family" could have been a factor in the final decision to take a job.

3. One-fifth of the respondents "lacked financial aids." Of this group 24% "did not know if any aid was available" and 14% said "no aid was available."

However for 19% "aid was uncertain" and for 5% "aid came too late." Thus 24% of the fifth who "lacked financial aids" (or 5% of the total respondents) had inquired about obtaining aids and may have attended if they had been assured of aids early enough.

4. Within the percentages of respondents who indicated that a reason for not attending was "space was not available in the program I wanted," there were significant variations among districts: Southwest, 4%; Indianhead, 10%; Milwaukee, 12% and Mid-State, 22%. These variations may be a result of the types of programs offered at the participating schools (i.e., health field programs often have a waiting list).

5. Transportation was a problem for 13% of the respondents--both urban and rural students alike. Housing (4%) however was a greater problem in rural areas (Southwest, 5%; Indianhead, 7%) than it was in urban Milwaukee (2%).

6. Within the 8% who indicated that "lack of information" was a barrier, one quarter "needed to know actual cost," one fifth "did not know how to get information," and one fifth "needed to know admission requirements." Adults (5%) lacked information less often than did the post-high group (9%).

7. A "yes" or "uncertain" response to "would you attend in the future" was selected by 97% of the unemployed, 98% of the job-seekers and 96% of the homemakers. This may indicate that those who are not presently employed, if contacted and motivated, would attend a VTAE school in order to increase their skills for employment.

8. Within the participating schools, and the categories of respondents, there was a positive relationship between "local programs were not what I wanted" (15%) and "was accepted at another school" (15%).

Fig. 2 The percentage of respondents selecting "local programs were not what I wanted" compared with the percentage who were "accepted at another school" within categories of respondents.

"local programs were not what I wanted"

" accepted at another school"

9. Twenty-seven percent were attending other schools; 9% in college and 18% at other vocational-technical schools.

Though the 18% at other vocational-technical schools were not attending within their own participating district, results showed that they were usually attending a VTAE school in an adjacent district. Thus, though lost to the local district, this person is nonetheless a student at a VTAE school.

Recommendations

In order to alleviate some of the barriers faced by the potential students, and identified by this study, the following recommendations are offered.

1. Uncertainty about financial aids might be eased by a system whereby notification dates are specified with notice given to both those who receive aids and those who do not qualify. The notification dates might be designated early enough for the potential student to carry out alternate plans.

2. Specific costs of each program including tuition, books, fees as well as estimated transportation and housing costs might be printed and available each year as an adjunct to the school brochure.

3. Through a high degree of cooperation with other agencies, more extensive use might be made of VTAE facilities in evaluation, training and retraining for the high percentage of unemployed, job-seeking (possibly underemployed) and homemaking respondents who indicated that they would attend a VTAE school in the future.

4. Assistance for the potential student who could not decide to attend at the time might be offered through expanded counseling. Contact might be extended into the high school and even the post-high school career education area where early exposure to VTAE programs and surroundings might be offered; this experience might later facilitate the student's decision whether to attend or not attend, i.e., sixth graders might be exposed to what the VTAE school has to offer through an all day program geared to their own age level.

5. It is recommended that where present jobs were more important than training for a better job, counseling might help the student develop long-range goals for a career. For those who chose earning over learning, a policy whereby the potential student enrolls part-time and takes as long as necessary to finish the program of his choice, might provide a suitable alternative.

Recommended for further study are the barriers faced by the handicapped and the high school dropout.

1. Two percent of the respondents listed a handicap as a reason for not attending. This study did not find out how many respondents were actually handicapped, i.e., if 4% of the respondents were handicapped then one half of this group (2%) considered their handicap a barrier. Further study is recommended in this area.

2. Another group not fully surveyed by this study, thus recommended for further study, is the high school dropout. Only 7% of the total survey group were not high school graduates (diploma or GED), and most of these were in the adult category.

Concerning the questionnaire, it is recommended that a district conducting a "barriers survey" design an instrument to include only those items necessary in order to identify barriers in the district; too much information is difficult to analyze. Number each item individually to facilitate key punching and tabulation.

Finally, to formulate a potential student profile, it is recommended that this study be utilized to trace the responses within a certain category, i.e., adult, post high, Native American, in order to identify the barriers or set of barriers peculiar to a certain group of potential students; and thus to recommend measures to alleviate these barriers.

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APPENDICES

APPENDIX A

TYPES AND NUMBERS OF PROGRAMS OFFERED AT PARTICIPATING SCHOOLS

TYPES OF PROGRAMS	Southwest Wisconsin	Mid-State Technical	Indianhead VTAE	Milwaukee VTAE District
Less than 1 year	6*	4	3	13
1 year vocational diploma	15	14	23	45
2 year vocational diploma	2	3	4	5
2 year associate degree	9	10	3	54
GOAL or Vocational Technical Developmental	x	x	x	x

*numbers of programs

APPENDIX B

OPINION POLL SURVEY

CENTER FOR STUDIES IN VOCATIONAL AND TECHNICAL EDUCATION
UNIVERSITY OF WISCONSIN-MADISON, BOX 49, 321 EDUCATION BLDG., MADISON, WI. 53706
TELEPHONE: 608-263-3696

October 6, 1975

Dear Counselor:

Will you help us to identify barriers to enrollment in Vocational Technical School programs?

There are many barriers that prevent students from enrolling in VTAE Programs, and at this time we are trying to identify a laundry list of potential barriers. We have listed some that appear to be common. Would you add two or three to the list?

Financial Aid

Lack of information about schools and programs

Lack of prerequisites

Low grades in the past

Child care unavailable

Parent's income/influence

Marriage

_____

_____

_____

What barriers, if any, are there for women versus men?

_____

_____

_____

Thank You,

William D. Hennekens
Project Assistant

WDH/bjs

MID-STATE TECHNICAL INSTITUTE
Wisconsin Rapids Campus

November 18, 1975

Dear Faculty:

Mid-State Technical Institute is participating in a study which seeks to identify "Barriers to Enrollment in Post-Secondary VTAE Programs in Wisconsin."

Basically, we are searching out the reasons why a student indicates an interest in pursuing a post-secondary vocational-technical education, then fails to complete actual enrollment in a program. Since you meet with students and may talk with those who are interested in vocational-technical programs, your thoughts will provide some valuable insight.

Will you help us identify these barriers? Please note your ideas on the sheet below and return them soon to your principal.

Your assistance with this project is appreciated.

Sincerely,

Sally Borden
Project Associate

SB/kk

Barriers to enrollment in post-secondary VTAE programs.

APPENDIX C

QUESTIONNAIRE AND LETTER OF TRANSMITTAL

Mid-State Technical Institute

WISCONSIN RAPIDS CAMPUS
Five Hundred 32nd Street North
Wisconsin Rapids, WI 54494
715/423-5650

February 18, 1976

Dear Resident of Mid-State VTAE District,

Mid-State Technical Institute is conducting a survey of persons who had indicated an interest in attending Mid-State Technical Institute at one of the three campuses--Marshfield, Stevens Point or Wisconsin Rapids.

You are being contacted because you either completed an application to attend Mid-State Technical Institute or you indicated in the 1975 High School Senior Survey that you planned to attend Mid-State Technical Institute.

Mid-State Technical Institute operates to serve you and other residents of the district. Knowing why you did not attend will enable us to improve our planning and better serve all residents of our district.

We assigned you an I.D. number on this questionnaire only so we can contact you again to insure a good return on the survey. All of your responses will be kept confidential.

After you have completed the questionnaire, please return it in the self-addressed, postage-paid envelope.

If you have any questions, please contact me any morning at Mid-State Technical Institute, Wisconsin Rapids (telephone 423-5650, extension 250).

Sincerely,

Mrs. Sally S. Borden
Project Associate

SSB/jt

MID-STATE TECHNICAL INSTITUTES

110 West Third Street
Marshfield
Wisconsin 54449

933 Michigan Avenue
Stevens Point
Wisconsin 54481

500 - 32nd Street North
Wisconsin Rapids
Wisconsin 54494

(Questionnaire)

BARRIERS TO ENROLLMENT IN POST-SECONDARY VOCATIONAL-TECHNICAL PROGRAMS

County of Residence_____ I.D. # _____

1. What is your age group?
___16-18 ___19-24 ___25-30 ___over 30

2. Sex: ____Male ____Female

3. Veteran: ____Yes ____No

4. Marital Status:
___Married ___Single ___Head of Household

5. How do you describe yourself?
___American Indian or Native American
___Black, Afro-American or Negro
___Mexican American, Chicano, Spanish, Puerto Rican, Cuban, Latin American
___Oriental or Asian American
___White or Caucasian

6. Last High School attended:_____

7. Circle highest grade completed:
8 9 10 11 12 13 14 15 16

8. Year of graduation or year you left high school: _____

9. Check: ___Diploma ___GED ___Neither

10. What are you doing now?
___employed in a full-time job
___employed in a part-time job
___unemployed
___volunteer job
___traveling
___job seeking
___full-time military service
___homemaking
___apprenticeship or on-the-job training
___attending a college or university
___attending a vocational-technical school
Which one?_____
___Other (please list)_____

11. In the past year when you considered enrolling in a public vocational-technical school, which campus were you planning to attend?
_____

12. Did you pay any fees? ___Yes ___No

13. Mark all of the reasons important to you as you selected the vocational-technical school you would have attended.
___the school was small
___the school was large
___the school was close to home
___the school was far from home
___the cost was reasonable
___the teachers were well qualified
___the programs were ones I wanted
___the school was well respected

14. How much did you expect your vocational-technical training to help you with a job?
___very helpful
___somewhat helpful
___no help at all
___I did not know

15. Here are some reasons why others have not attended a public vocational-technical school. Which of these reasons apply to you? Mark all of the reasons which apply to you.
___I could not decide to attend at the time
___I postponed my plans to a future year
___I could not see the need for more training
___I planned on entering military service
___I needed to earn money to support myself or my family
___I found a permanent job
___I could not find a part-time job that fit in around school time
___I lacked financial aids
___I was accepted at another school
___The credits from vocational-technical school were not transferable
___Space was not available in the program I wanted

(Reasons continued on next page)

___The programs offered at my local vocational-technical school were not want I wanted
___Admission requirements were too hard to complete
___I did not want to take the tests for admission
___I was not accepted
___The vocational-technical school did not have enough status
___Transportation was a problem
___Housing arrangements did not work out
___I did not have enough information about the vocational-technical school
___I did not wish to move out of the area for a job after completing school
___A handicap prevented me from attending
___My friends did not attend
___I would have felt out of place in the program because of my sex
___I felt older or younger than others in my class
___Other (please list)_____

16. If "finding a permanent job" was one of your reasons for not attending, please mark why. Select all that apply to you.
___my temporary job became permanent
___I found a job I liked
___the money was good
___I needed to work and could not fit in school time
___Other (please list)_____

17. If "lack of financial aids" was one of your reasons for not attending, please mark why. Select all that apply to you.
___not enough available
___none was available to me
___I did not know if any was available
___aid came too late
___aid was uncertain
___confidential forms required too much information
___aids I expected didn't come through
___Other (please list)_____

18. If "the programs offered at my local vocational-technical school were not what I wanted" was one of your reasons for not attending, please mark why. Select all that apply to you.
___the program was too long
___the program was too limited in job opportunities
___the program started too late
___the program started too early
___I had to wait too long to get into the program I wanted
___the program was not offered in Wisconsin
___I did not like the grading system
___there were not enough student activities
___Other (please list)_____

19. If "not having enough information about the vocational-technical school" was one of your reasons for not attending, please mark why. Select all that apply.
___I needed to know the requirements for admission
___I needed to know the actual cost
___the high school counselor did not give me the information I needed
___I needed information about programs and admission in schools outside my local district
___I was not sure that my district would pay for out of district tuition
___I did not know how to go about getting information
___Other (please list)_____

20. Which of these persons helped you to decide NOT to attend vocational-technical school?
___self
___parents and relatives
___high school counselor
___high school teacher
___vocational-technical school staff
___WIN or CETA counselor
___Rehabilitation counselor
___Veterans counselor
___husband or wife
___friends
___others (please list)_____

21. In the future, do you think that you might attend a vocational-technical school?
___Yes ___Uncertain ___No
If yes, mark the reasons why.
___if I want a different job
___if I need further training for my present job
___if I want to earn more
___if I want to better myself
___if I want to meet new people

Any additional comments would be appreciated! (please use back of this sheet for comments) Thank you.

APPENDIX D

TABLES 28, 29 and 30

Table 28. - Reasons for not attending--within post-high school / adult.

Reasons for not attending	Southwest			Milwaukee			Mid-State			Indianhead			Total		
	Post-high school	Adult	Total	Post-high school	Adult	Total	Post-high school	Adult	Total	Post-high school	Adult	Total	Post-high school	Adult	Total
Respondents	151	47	198	170	77	247	151	105	256	183	58	242	655	288	943
Percent	76%	24%	100%			100%									100%
I could not decide to attend at the time	32 21%*	9 19%	41 21%	48 28%	14 18%	62 25%	45 30%	14 13%	59 23%	40 22%	7 12%	47 19%	165 25%	44 15%	209 22%
I postponed my plans to a future year	28 19%	16 34%	44 22%	61 36%	26 34%	87 35%	40 26%	38 36%	78 30%	47 26%	15 25%	62 26%	176 27%	95 33%	271 29%
I could not see the need for more training	4 3%	1 2%	5 3%	2 1%	3 4%	5 2%	3 2%	3 3%	6 2%	2 2%	1 2%	3 1%	11 2%	8 3%	19 2%
I planned on entering military service	3 2%	1 2%	4 2%	8 5%	2 3%	10 4%	5 3%	-	5 2%	6 3%	-	6 2%	22 3%	3 1%	25 3%
I needed to earn money to support myself or my family	26 17%	14 30%	40 20%	40 24%	33 43%	73 30%	30 20%	45 43%	75 29%	28 15%	23 39%	51 21%	124 19%	115 40%	239 25%
I found a permanent job	33 22%	14 31%	47 24%	25 15%	9 12%	34 14%	33 22%	29 28%	62 24%	35 19%	18 31%	53 22%	126 19%	70 24%	196 21%
I could not find a part-time job that fit in around school time	5 3%	4 9%	9 5%	5 3%	3 4%	8 3%	7 5%	8 7%	15 6%	10 5%	7 12%	17 7%	27 4%	22 8%	49 5%
I lacked financial aids	14 9%	15 32%	29 15%	36 21%	25 32%	61 25%	20 13%	37 35%	57 22%	30 17%	19 32%	49 20%	100 15%	96 33%	196 21%
I was accepted at another school	24 16%	2 4%	26 13%	34 20%	3 4%	37 15%	25 17%	9 9%	34 13%	39 20%	3 5%	40 17%	120 18%	17 6%	137 15%
The credits from vocational-technical school were not transferable	1 1%	1 2%	2 1%	6 4%	1 1%	7 3%	1 1%	1 1%	2 1%	1 1%	-	1 .4%	9 1%	3 1%	12 1%
Space was not available in the program I wanted	5 3%	2 4%	7 6%	18 11%	9 12%	27 11%	23 15%	23 22%	46 18%	10 5%	6 10%	16 7%	56 9%	40 14%	96 10%
The programs offered at my local vocational-technical school were not what I wanted	30 20%	2 4%	32 16%	13 8%	4 5%	17 7%	28 19%	10 10%	38 15%	53 29%	4 7%	57 24%	124 19%	20 7%	144 15%

Admission requirements were too hard to complete	3 2%	1 2%	4 2%	2 1%	2 3%	4 2%	2 1%	4 4%	6 2%	1 1%	1 2%	2 1%	8 1%	8 3%	16 2%
I did not want to take the tests for admission	- -	-	-	2 1%	-	2 1%	1 1%	-	1 .4%	-	-	-	3 .5%	-	3 .3%
I was not accepted	1 1%	1 2%	2 1%	2 1%	1 1%	3 1%	4 3%	4 4%	8 3%	2 1%	-	2 1%	9 1%	6 2%	15 2%
The vocational-technical school did not have enough status	- -	-	-	3 2%	3 4%	6 2%	-	3 3%	3 1%	7 4%	-	7 3%	10 2%	6 2%	16 2%
Transportation was a problem	15 10%	8 17%	23 12%	22 13%	14 18%	36 15%	22 15%	12 11%	34 13%	19 10%	9 15%	28 12%	78 12%	43 15%	121 13%
Housing arrangements did not work out	6 4%	4 9%	10 5%	2 1%	4 5%	6 2%	4 3%	4 4%	8 3%	12 7%	4 7%	16 7%	24 4%	16 6%	40 4%
I did not have enough information about the vocational-technical school	6 4%	3 6%	1 5%	25 15%	5 6%	30 12%	11 7%	7 7%	18 7%	19 10%	-	19 8%	61 9%	15 5%	76 8%
I did not wish to move out of the area for a job after completing school	4 3%	1 2%	5 3%	1 1%	1 1%	2 1%	1 2%	2 2%	6 2%	6 3%	2 3%	8 3%	15 2%	6 2%	21 2%
A handicap prevented me from attending	2 1%	1 2%	3 2%	-	5 6%	5 2%	2 1%	3 3%	5 2%	-	4 7%	4 2%	4 1%	13 5%	17 2%
My friends did not attend	5 3%	1 2%	6 3%	1 1%	1 1%	2 1%	1 1%	-	1 .4%	2 2%	-	2 1%	9 1%	2 1%	11 1%
I would have felt out of place in the program because of my sex	- -	-	0 0%	3 2%	-	3 1%	-	-	-	-	-	-	3 .5%	-	3 .3%
I felt older or younger than others in my class	1 1%	1 2%	2 1%	-	5 6%	5 2%	1 1%	3 3%	4 2%	-	-	-	2 .3%	9 3%	11 1%
Other	19 13%	9 20%	28 14%	26 15%	17 22%	43 17%	17 12%	27 26%	44 17%	31 17%	16 27%	47 19%	93 14%	69 24%	162 17%
Number of Responses	267	111	378	385	190	575	326	286	615	398	139	537	1279	726	2105
Per cent	178%	237%	196%	229%	245%	233%	220%	274%	238%	219%	235%	224%	210%	253%	224%

*Percent is based on dividing the number of persons who checked this reason by the number of respondents in this column. Column exceeds 100% because many respondents checked more than one reason.

Table 29. - Reasons for not attending--within sex / military status / ethnic group.

Reasons for not attending	Male			Female			Military Status		Ethnic Group		
	Married	Single	Total	Married	Single	Total	Veteran	Non-Veteran	Native American	Afro-American	Caucasian
Respondents	61	355	426**	89	403	508**	69	848	31	42	857**
Percent	14%	83%	100%	17%	79%	100%	8%	92%	3%	4%	90%
I could not decide to attend at the time	8 13%*	87 26%	96 23%	15 17%	95 24%	111 22%	9 13%	193 23%	8 26%	9 21%	190 23%
I postponed my plans to a future year	26 43%	96 27%	124 29%	35 39%	103 26%	144 28%	23 33%	238 28%	12 39%	14 33%	244 29%
I could not see the need for more training	3 5%	7 2%	10 2%	1 1%	8 2%	9 2%	3 4%	15 2%	1 3%	-	17 2%
I planned on entering military service	-	23 6%	23 5%	-	2 1%	2 .4%	4 6%	21 2%	3 10%	2 5%	20 2%
I needed to earn money to support myself or my family	34 56%	92 26%	130 31%	16 18%	81 20%	107 21%	26 38%	208 25%	12 39%	17 40%	208 24%
I found a permanent job	20 33%	79 22%	102 24%	18 20%	73 18%	94 19%	13 19%	179 21%	5 16%	2 5%	188 22%
I could not find a part-time job that fit in around school time	5 8%	20 6%	27 6%	3 3%	19 5%	22 4%	10 14%	38 4%	1 3%	2 5%	45 5%
I lacked financial aids	21 34%	70 20%	95 22%	20 22%	71 18%	98 19%	17 25%	172 20%	12 39%	21 50%	159 19%
I was accepted at another school	3 5%	55 15%	58 14%	8 9%	71 18%	79 16%	2 3%	134 16%	2 6%	3 7%	131 15%
The credits from vocational-technical school were not transferable	-	7 2%	7 2%	-	5 1%	5 1%	-	12 1%	1 3%	1 2%	10 1%
Space was not available in the program I wanted	3 5%	24 7%	27 6%	6 7%	59 15%	67 13%	6 9%	86 10%	3 10%	4 10%	88 10%
The programs offered at my local vocational-technical school were not what I wanted	7 11%	52 15%	62 15%	6 7%	75 19%	81 16%	9 13%	132 16%	1 3%	1 2%	141 16%
Admission requirements were too hard to complete	3 5%	5 1%	9 2%	2 2%	5 1%	7 1%	2 3%	14 2%	1 3%	2 5%	3 2%
I did not want to take the tests for admission	1 2%	1 .3%	2 .5%	-	1 .3%	1 .2%	-	3 .4%	-	-	3 .4%
I was not accepted	1 2%	1 .3%	2 .5%	2 2%	9 2%	12 2%	1 1%	13 2%	1 3%	1 2%	12 1%
The vocational-technical school did not have enough status	1 2%	7 2%	9 2%	2 2%	5 1%	7 1%	1 1%	14 2%	-	1 2%	14 2%

Transportation was a problem	3 5%	39 11%	46 11%	17 19%	53 13%	71 14%	7 10%	106 13%	4 13%	8 19%	104 12%
Housing arrangements did not work out	3 5%	17 5%	22 5%	1 1%	16 4%	20 4%	6 9%	31 4%	4 13%	3 7%	32 4%
I did not have enough information about the vocational-technical school	4 6%	27 8%	33 8%	5 6%	38 9%	43 8%	1 2%	73 9%	2 6%	4 10%	68 8%
I did not wish to move out of the area for a job after completing school	- -	13 4%	13 3%	1 1%	7 2%	8 2%	1 2%	20 2%	- -	2 5%	19 2%
A handicap prevented me from attending	1 2%	5 1%	2 2%	2 2%	5 1%	8 2%	2 3%	15 2%	- -	1 2%	16 2%
My friends did not attend	- -	5 1%	5 1%	- -	6 1%	6 1%	- -	11 1%	- -	- -	11 1%
I would have felt out of place in the program because of my sex	- -	- -	- -	- -	3 1%	3 1%	- -	3 .4%	- -	- -	3 .4%
I felt older or younger than others in my class	1 1%	2 1%	1 1%	2 2%	3 1%	6 1%	1 2%	10 1%	- -	2 5%	9 1%
Other	10 16%	53 15%	64 15%	34 38%	61 15%	97 19%	14 20%	146 17%	4 13%	6 14%	150 18%
Number of Responses	155	786	960	[illegible]	874	1108	158	1887	77	106	1885
Per cent	259*	223%	225%	[illegible]%	217%	218%	230%	225%	248%	252%	220%

*Percent is based on dividing the number of persons who checked this reason by the total number of respondents in this column. Column exceeds 100% because many respondents checked more than one reason.

**The total exceeds the sum of the respondents because it includes those who checked only head of household

***The total percent is less than 100% because it does not include Asian American and Spanish American. The number of these respondents (3, 4) was too small for reporting.

Table 30. -- What are you doing now?--within reasons for not attending.

What are you doing now? / Reasons for not Attending	Postponed plans	Needed money to support family or self	Couldn't find part-time job around school	Lacked financial aids	Credits were not transferable	Space was not available in my program	Local programs were not what I wanted
Respondents	271	239	49	196	12	96	144
employed in a full-time job	140 52%*	136 57%	25 51%	76 39%	3 25%	42 44%	38 26%
employed in a part-time job	43 16%	38 16%	8 16%	33 17%	3 25%	13 14%	33 23%
unemployed	47 17%	44 18%	8 16%	57 29%	1 8%	18 19%	14 10%
volunteer job	3 1%	3 1%	1 2%	2 1%	-	-	-
traveling	8 3%	4 2%	-	4 2%	1 8%	4 4%	3 2%
job-seeking	36 13%	39 16%	5 10%	39 20%	-	13 14%	12 8%
full-time military service	3 1%	1 .4%	-	2 1%	-	-	-
homemaking	23 9%	7 3%	1 2%	12 6%	-	5 5%	3 2%
apprenticeship or on-the-job training	3 1%	2 1%	-	2 1%	-	-	-
attending a college or university	6 2%	4 2%	3 6%	8 4%	7 58%	14 15%	15 10%
attending a vocational-technical school	4 2%	1 .4%	1 2%	5 3%	-	8 8%	54 36%
Other	8 3%	11 5%	2 4%	11 6%	1 8%	5 5%	8 6%
Number of Responses	324	290	54	251	15	122	180
Per cent	120%	122%	109%	129%	132%	128%	123%

*Percent is based on dividing the number of persons who checked this reason by the total number of respondents in this column. Column exceeds 100% because many respondents checked more than one reason.

APPENDIX E

REASONS LISTED UNDER

ITEM 15, "OTHER"

REASONS LISTED UNDER "OTHER"

Mid-State Vocational, Technical and Adult Education District

1. All schools make me uncomfortable
2. Study time not available in my schedule
3. Decided to further my knowledge in another field (2)
4. Decided to go to another school (4)
5. Changed my mind (4)
6. Pregnancy (3)
7. I found a job which i"d like to be permanent (2)
8. Got married (4)
9. Had to wait too long
10. We were moving at the time (2)
11. Had other commitments in my family (2)
12. Married with small child - may attend in future (2)
13. Money - was the main reason for me not attending (2)
14. Decided to wait until both my children were in school

Indianhead Vocational, Technical and Adult Education District

1. Became disabled
2. Financial aids are unfair
3. Joined the military
4. Got married
5. Tuition too high
6. I am in jail
7. Nursing programs are elitist
8. Felt I was to old to begin school

REASONS LISTED UNDER "OTHER"

Southwest Wisconsin Technical Institute

1. Decided to be married (3)
2. Decided college education better for me (2)
3. Started farming (2)
4. School didn't have what I wanted
5. Couldn't afford a babysitter and go to school
6. Would have lost my unemployment pay
7. Program not flexible, first day blues, super busy staff, I waivered on purpose
8. Deciding to go into something else
9. Did not know if I had the right courses in high school to attend the program I wanted
10. Didn't know what I wanted to go into
11. Can't afford it
12. Class time didn't fit

APPENDIX F

PROFILE OF RESPONDENTS TO SURVEY

PROFILE OF RESPONDENTS TO SURVEY